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CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Listening Comprehension

According to Vandergrift in Laura (1999, p. 2), listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting, intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. Listening is the most difficulties skill for the students to learn English. By learning this skill, they feel fruestrated with. It is due to they cannot control the speed of speech and they tend to have difficulties decoding sounds that do not exist in their mother tongue. Even, when they seem hear sounds correctly; oftentimes they have interpretation problems due to a lack of vocabulary.

Mee (1990, p. 2) stated that listening comprehension is that listeners can understand and catch the ideas what they are listening to, and it is a process that starts with the receiving news analyzed in sounds, words, clauses and sentences until getting the messages of the speaker. Listening comprehension is not only acitivity of listen to the speaker but also it tries to get message from the spekaer. In this case, it is expected to students should be really listen to what the speaker say and pay attention of it.

Buck (2001, p. 3) stated that listening comprehension is the result of an interaction between a number of information sources, which include the acoustic

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input, different types of linguistic knowledge, details of context, and general world knowledge, and so forth, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker is saying. This idea gives an explanation that listening comprehension has a larger process than just do listening. In this process, the listeners not only work in receiving message but also understand about the interaction that happens between a number of information sources which include the acoustic input, or whatever information that seems relevant to help them interpret what the speaker is saying.

According to Lihua in Guo (2002, p. 5), listening comprehension is a complex psychological process of listeners' understanding language by sense of hearing. It is an interactive process of language knowledge and psychological activities. It means that listening is a psychological process of the human mind to hear what they listen to. Every human being in the process of digesting retraces every sentence or what language will be captured. In one word, one sentence to a paragraph. The process of digesting the sentence is exactly that determines human comprehension to understand a language.

a. Types of listening

Brown (2004, p. 120) stated that there are four types of listening performance. They are as following:

- a. Intensive. Listening for perception of the components (phonemes, word, intonation, discourse markers, etc.)
- b. Responsive. Listening to a relatively short stretch of language (a greeting, question, command, comprehension, check, etc.)

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- c. Selective. Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context or longer stretches of spoken language (such as classroom directions from a teacher, radio new items, or stories). Assessment task in selective listening could ask students, for example, to listen for names, numbers, a grammatical category directions, or certain facts and events.
- d. Extensive. Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening a conversation and deriving a comprehensive message.

2. The English Song

Song is fun activities to introduce the vocabulary because song provides a meaningful context for the vocabulary. The students can acquire new vocabularies from songs. Then, the students are more interested with the words in the songs than have to study from the books or others, because if they know the meaning from the word in the songs they will express it. Murphey in Millington (1992, p. 134), stated that songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.

English song is one of the tools in learning English in which make students easier in learning a language. It is due to they hear sounds, they can do repetition

whenever they want. Therefore, it makes them custom, even they can increase their vocabularies in English. According to Syefik (2012, p. 12), songs provide excellent opportunities for repetition and practice that might otherwise be tedious.

Singing is a vital part of the life of a people. People readily imitate sounds and often pleasurably associated singing and playing with rhythms and rhymes from an early age. People tend to listen to music without seeing the lyrics. Therefore, it will be easier for them to learn English by using songs. According to Sharpe in Syefik (2001, p. 3), songs provide an occasion for real language use in a fun and enjoyable situation.

3. The Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. According to Richard (2002, p. 255), vocabulary is a core component language of proficiency and provide much of the basis or how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies or acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, and using language in different context, reading or watching television.

According to wright Group lead 21 (p, 2), vocabulary broadly defined, includes two categories: receptive and expressive. Receptive vocabulary includes all of the words that a person understands when listening or reading, but may or

may not feel comfortable using in speech or writing. Expressive vocabulary includes all the words a person feels comfortable using in his or her own spoken or written communication. From the theory above, the researcher can concluded that vocabulary is the key thing for communicating, without having vocabulary it is hard to do communication.

a. The Kinds of vocabulary

According to Nation (2001. p, 37), there two types of vocabulary, they are as following:

a. Receptive Vocabulary

Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it.

b. Productive Vocabulary

Productive carries the idea that we produce language forms by speaking and writing to convey messages to others.

b. The size of Vocabulary

According to Pilar and Melania (2009, p. 130), vocabulary size refers to the number of words a learner knows and uses. This is a decisive parameter for evaluation, classroom intervention and instructor development as well as having tremendous implications for researchers, textbooks designers and language teachers.

In cameron (2001, p. 75), no-one person knows all the words in the language, of course and figure for native speaker adult from 20K for students of

about eighteen years of age starting university (Nation and Waring 1997) to the 37K that Shakespeare is alleged to have used. Child native speaker of English have about 4 or 5 K word families by the age of five. To which they add about 1k each year. Second language learners of English who attend English speaking school have been found to add 1k per year. The gap between vocabulary size in first and second language is very large, and seldom closed, even by adult FL learners after many years of study. They also suggest that a realistic target for children learning a foreign language might be around 500 words a year, given good learning conditions. In addition Nation (1990) in Thomai (2009, p. 59) suggests that the most frequent 2,000 words are essential for any language use, and, according to Nation & Waring (1997, p. 11), a second language learner needs 3,000 high frequency words.

4. Vocabulary Knowledge

Henriksen (1996) in Ferreira (2007, p. 11) stated that vocabulary knowledge is often defined as precise comprehension *which* is operationalized as the ability to translate the lexical items into L1, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase.

a. Aspect of vocabulary knowledge

According to Nation (1990, p. 30-40), offered eight aspects of word knowledge: 1) the spoken form of a word, 2) the written form of the word, 3) the grammatical behavior of the word, 4) the collocation behavior of the word, 5) the frequency of the word, 6) the stylistic register constraints of the word, 7) the

conceptual meaning of the word, and 8) the associations the word has with other related words.

All the aspects above can be specific into *form*, *word*, and *use* (Nation, 2001, p. 39). The *form* of a word involved its pronunciation (spoken form), spelling (written form), and any word parts that made up this particular item (such as a prefix, root, and suffix). *Meaning* encompassed the way that form and meaning work together, in other words, the concept and what items it referred to, and the associations that came to mind when people thought about a specific word or expression. *Use*, Nation noted, involved the grammatical functions of the word or phrase, collocations that normally went with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For *form*, *meaning*, and *use*, Nation (2001, p. 40) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge

Table II. 1
Aspect of Vocabulary Knowledge

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spell?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?

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	Concepts and Referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical Functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

(Adapted from Nation 2001, p. 40)

5. Assessing Listening

a. Listening cloze task

Brown (2004, p. 126), listening cloze task (sometimes called cloze dictations or partial dictations) requires the test taker to listen to a story, a monologue, or conversation and simultaneously read in which selected words or phrases have been deleted. Based on the statement above, the tests that can be used like fill in the blank word, so the students needed to complete the missing words of that they heard.

b. Matching Meaning

According to Lorenzutti (2014, p. 17), this activity is used to both review and extend vocabulary, depending on the song or text selected. Additionally, the activity encourages students to actively engage with English - English learner dictionary definitions for guessing words - a

useful scaffolding technique for learners who may be over-reliant on translating unknown vocabulary.

6. Assessing Vocabulary knowledge

Testing vocabulary is similar to testing in other areas of language knowledge and use. The same criteria of reliability, validity, practicality, and washback need to be considered when design and evaluate vocabulary tests. In some ways testing vocabulary is easier than testing grammatical knowledge or control of discourse because the units to test are more obviously separated. It is not too difficult to identify what a word type is. The following set of examples covers many that are typically used in vocabulary tests.

a. Completion test (Read, 1995)

- 1) A journey straight to a place is _____ acute
- 2) An illness that is very serious is _____ common
- 3) A river that is very wide is _____ bare
- 4) Something that happens often is _____ broad
- 5) Direct _____ faint

b. Multiple-choice

Multiple choice items are popular because they are easy to mark, and, if the choices are not closely related to each other, they can allow learners to draw on partial knowledge. Comparison with other item types like translation, asking the learners to use the word in a sentence, blank filling with choices, and interview show that it is generally the easiest of the item types for first

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language learners to answer (Nist and Olejnik, 1995; Paul, Stallman and O'Rourke, 1990).

7. Relationship Between Vocabulary Knowledge and Listening Comprehension

Vocabulary is a part of English language. So, the students will find some new words in the language. If the students do not know about vocabulary, it will be difficult for students to study the English. The researcher thinks that vocabulary have an important role for students who will learn English in learning English language skill. According to Nation (2001, p. 582), vocabulary learning is done to help learners listen, speak, read, or write more effectively. Helmut (2007, p. 208) stated that vocabulary knowledge is strongly related to comprehension, as word recognition which is the understanding of meaning. It is connected to receptive skill (listening and reading) but strongly with the result of reading. Furthermore Nation (2001, p. 188) stated that learners would need at least 95% coverage of the running words in the input in order to gain reasonable comprehension and to have reasonable success at guessing from context. (2001, p. 188). Based on the theories above, it is clear that the more students vocabulary knowledge, the more they understand what they listen to.

Listening has two kind processes in understanding spoken discourse. Those are bottom up and top down processing. In which bottom up is processing goes from language to meaning, on the other, top down goes from meaning to language. Richard (2008, p. 5) stated that learners need a large vocabulary and a good working knowledge of sentence structure to process text bottom up. In

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addition, Renukadevi (2014, p. 60), listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved.

In learning process, to get students' interest is not easy. It needs media or tool that can influence students' learning. Here, songs are good to introduce vocabulary because songs provide a meaningful context for the vocabulary. The students can get new vocabularies from songs. The students are more interested in the words in the songs than have to study from the books or others, because if they know the meaning from the word in the songs they will express it. As Murphey stated in Milington (1992, p. 134), songs also can be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Based on the theory above, it is clear that song has postive impact in learning English.

When the students listen to English song in the first time, they try to find the lyric of the song and look up the dictionary to know some vocabulary that they do not know. Unconsciously, that is the enjoyable activity learning process in a good way. In other words, if the students listen to English song frequently, they will get

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more new words. Listening to the song means that people appreciate the lyrics, rhythms, vocal and melody and try to understand the meaning. Song is part of music which contained lyrics being sung. Griffee in Jiati (2013, p. 2) stated that song is part of music that you sing through words. Moreover, Milillington (2011, p. 135) pointed out that songs can provide the opportunity for vocabulary practice. According to Faboh (2013, p. 25), listening to each song once and again pupils will memorize structures and words and will be capable of them repeat automatically. In addition, Chunxuan (2009, p. 91) stated that listening to English songs will prepare EFL learners to the genuine English language they are to be faced with. Based on statement above, the researcher can assumed that song can be used as a medium to teach vocabulary to the students while they are listening.

B. Relevant Research

Syafi'i (2014, p. 102) stated that relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. In this research, there are two researches find by the researcher that they are relevant to the researchers' research. They are:

Firstly, in Jiati conducted the research entitled " The correlation between Students' ability in listening to the English songs and their vocabulary mastery of the elevent grade students of SMAN 1 Palu. Research method applied in this study had corelational research and analyzed by perason product moment with the setting of this study at SMAN 1 Palu and subject this study was the science department. The researcher collected the data with some techniques; test and questionnaire. The researcher showed that the correlation coefficient was 0,269. It

meant that the relationship between the two variables was positive but low, meaning not significant. It was positive because the value was positive (0.269). However, it was low which meant that the relationship of both variables was not strong or weak. The value of r_{table} at the level of 0.05 and degree of freedom (df) = 18 was 0.468. The $r_{counted}$ was lower than r_{table} . It meant that there was no any significant correlation between students' ability in listening to the English songs and their vocabulary mastery.

From the result of listening and vocabulary test, the researcher assumed that the students had good ability in listening and vocabulary mastery. In spite of the results were good, the correlation of both variables was classified as low. The researcher thought that it was because the students found difficulty in doing vocabulary test. It was concluded from the result of the questionnaire. On the other hand, the result of the listening to the English songs test was good. Some of the students answered it 100% correct. The students' answers in the questionnaire stated that the songs they listened to were familiar. The words in the songs were easy to understand as well. Moreover, $H_0: r = 0$ was accepted since the value of $r_{counted}$ was positive. It meant that the students' ability in listening to the English songs and students' vocabulary mastery had a positive correlation.

Secondly, siti conducted a study entitled “ correlation between students' frequency of listening to the English songs and their vocabulary achievement”. (a correlational study of the second grade SMPN 3 Bandar Lampung. Research method applied in this study had correlational research and analyzed by pearson product moment with the setting of this study at SMPN 3 Bandar Lampung and

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subject of this study VIII D. The researcher collected the data with some techniques; questionnaire and test. The research showed that the correlation coefficient was 0,738. The result of coefficient correlation between students' frequency listening to English songs and students' vocabulary achievement was 0.738, there was higher than critical value of r_{table} (0.463) where degree of freedom (df) 30 at the significant level of 0.01. It meant that there was a significant correlation between students' frequency of listening to English song and students' vocabulary achievement. The researcher analyzed the data by using Pearson Product Moment Coefficient Correlation (SPSS 17.0).

The previous studies above explained that there was a positive correlation between vocabulary students ability in listening song and their vocabulary mastery. The similarity was about variables were in the same position. The differences between this research and the previous research which conducted by Jiati was in the way to collect the data. In which the researcher used test listening song and vocabulary knowledge for instrument. Other differences came between this research and the previous research which conducted by Siti, she used questionnaire and test instrument. In addition, she did the research for students in Junior High school. Furthermore, she took a sample only one class. On the other, the researcher conduct a research for students in Senior High School. The researcher took a sample in simple random sampling. So each of the classess at tenth grade participated in doing the tests.

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C. Operational concept

Operational concept is the concept used to clarify the theories uses in the research. According to Syafi'i (2015, p. 103), operational concept are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. The first was the students' knowledge in vocabulary known as independent variables (X). The second one was listening comprehension known as dependent variable (Y).

1. Indicators of variable X (Vocabulary Knowledge)

Students are categorized they know a word, if they are able to know the aspects of knowing a word. Which stated by Nation (2000) as follow:

- a. The students can recognize the word in written form
- b. The students can predict the concept behind the word, which will allow understanding in variety of contexts
- c. The students can identify synonym of the word
- d. The students can identify antonym of the word

2. Indicators of variable Y (listening comprehension to the English songs)

Based on the syllabus (K-13). Which are

- 1) The students can recall the words in listening task
- 2) The students can clarify the meaning of the words
- 3) The students can clarify the explicit information after listening task
- 4) The students can predict the inference in listening task

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3 Assumption and Hypothesis

a. The Assumption

In this research, the researcher assumes that the students who have vocabulary knowledge and listening comprehension. This assumption stated for several reasons:

- The students' vocabulary knowledge and their listening comprehension were vary.
- The students' listening comprehension can influence their vocabulary knowledge.
- The students' vocabulary knowledge can influence their listening comprehension.

b. The Hypothesis

1) *The Null Hypothesis (Ho)*

There is no significant relationship of the students' vocabulary knowledge and their listening comprehension to English song of tenth grade students at Senior High School Muhammadiyah 1 Pekanbaru.

2) *The Alternative Hypothesis (Ha)*

There is a significant relationship of the students' vocabulary knowledge and their listening comprehension to English song of tenth grade students at Senior High School Muhammadiyah 1 Pekanbaru.